

<h1>INTEGRATED INQUIRY</h1> <p>Concept: Our Community</p> <p>Context/s: Our environment – Cardboard Central People in a community help each other in times of need</p>	<p>Term: 1 2010 Week/s: 1-9</p> <p>Teacher/s: Mrs Sandie Haddock & Mr Rob Haddock</p>
LEARNING AREAS ACHIEVEMENT OBJECTIVES	LEARNING INTENTIONS
<h2>LITERACY</h2> <p><i>By using these processes and strategies when listening, reading, or viewing, students will:</i></p> <p>Purposes and audiences</p> <ul style="list-style-type: none"> Show some understanding of how texts are shaped for different purposes and audiences. <p>INDICATORS:</p> <ul style="list-style-type: none"> recognises how texts are constructed for different purposes, audiences, and situations; understands that texts are created from a particular point of view; 	<ul style="list-style-type: none"> - participate in an interview of a local business person. - Complete application forms - <p>Class focus on Comp Strategies – Inferring & Visualising</p> <p>Group Instructional Reading - Building theme</p> <p>Reflective practice – initiate talk about learning and building up familiarity of using tools to support this.</p> <p>Writing has a purpose</p> <ul style="list-style-type: none"> - persuasive – inferring and use of Real Estate Agent - information gathering - Letter writing
<h2>MATHS</h2> <p><i>Number and Algebra</i></p> <p>Number knowledge</p> <ul style="list-style-type: none"> Know counting sequences for whole numbers. Know how many tenths, tens, hundreds, and thousands are in whole numbers. Know fractions and percentages in everyday use. <p><i>Geometry and Measurement</i></p> <p>Measurement</p> <ul style="list-style-type: none"> Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature, and time. <p>Find areas of rectangles and volumes of cuboids by applying multiplication.</p>	<p>Use of Place Value - Number (Money) Financial Literacy</p> <p>3D drawing Using isometric paper</p> <p>Linear Measurement</p> <p>Measurement of Area and Perimeter</p> <p>Percentage – Space of section needed to be left exposed</p>
<h2>TECHNOLOGY</h2> <p><i>Technological Practice</i></p> <p><i>Students will:</i></p> <p>Planning for practice</p> <ul style="list-style-type: none"> Develop a plan that identifies the key stages and the resources required to complete an outcome. <p>Brief development</p> <ul style="list-style-type: none"> Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available. <p>Outcome development and evaluation</p> <ul style="list-style-type: none"> Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes, select, and develop an outcome. Evaluate the outcome in terms of the need or opportunity. 	<p>Following a design brief</p> <p>Using Google Sketch Up design</p> <p>Drawing 3D objects – design</p> <p>Cardboard as a construction medium – removing parts weakening structures</p>
<h2>SOCIAL SCIENCE</h2> <p><i>Students will gain knowledge, skills, and experience to:</i></p> <ul style="list-style-type: none"> Understand how people make significant contributions to New Zealand's society. 	<p>Mapping – local, national and international,</p> <p>Visit and appreciate the work people do in our local community</p>
<h2>HEALTH & PHYSICAL EDUCATION</h2> <p><i>Healthy Communities and Environments</i></p> <p><i>Students will:</i></p> <p>Community resources</p> <ul style="list-style-type: none"> Identify and use local community resources and explain how these contribute to a healthy community. <p>Rights, responsibilities, and laws; People and the environment</p> <ul style="list-style-type: none"> Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments. 	<p>Community Organisations</p> <p>Classroom Responsibilities - Vision</p>

<u>CWSN</u> * Support Kathrine, Daniel, Stacey, Casey support with reading material	<u>CWSA</u> - Challenge the investigation what makes a great house inquiry approach – Building Research
<u>KEY COMPETENCIES</u> Major focus - MANAGING SELF <ul style="list-style-type: none"> - self motivated - make plans - manage themselves - are resourceful - are resilient - have strategies for meeting challenges - know when to lead - know when to follow someone's lead - make their own well informed choices - know when and how to act independently 	<u>VALUES</u> Community and Participation
<u>THINKING TOOLS</u> KWL Rubrics Brainstorm Y- Chart	<u>ICT INTEGRATION</u> Digital Photography & Movie Email Google sketch Up Fax Easispeak Powerpoint – Microsoft Word/Publisher

Learning Intention	Learning Experiences	Preparation and resources
WALT:		
Record our prior knowledge and ideas.	I think a community is... Individual Photo (Initial idea gathering)	P/C Thought bubble Digital Camera
Discuss the School Vision and identify areas that we understand and areas that need more clarification.	Unpack the school vision –jigsaw What do we know, what do we need to understand.	Copies of vision
Design and construct a mailbox using limited resources	Constructing a letterbox personal and classroom one Naming of roads	Shoe boxes
Count in thousands – Place value	Counting Money	Monopoly Money
Understand how an auction works	Auction of sites – auction process	Brainstorm charts
Measure our sections using tools to support us.	Measuring sections – perimeter, area	Range of Tape measures, Rulers, String.
Read and complete a form correctly	Applying for a building permit	
Understand the tender process	Purchasing materials – tender process	Contact Heathcotes for boxes 3-4 weeks lead in .
Identify where in the world are we	Mapping – Tahuna area – Matamata Piako Google Earth	
Question and Communicate to experts to gain information	Contact/visit Mayor – rich questions Brainstorm Email?? – How can we make contact.	
Become aware of community news Fax to receive information	Reading Local newspaper – Piako Post Scavenger Hunt Building Designs advert	Contact Piako Post – extra copies Flyer in Paper - Advert
Visit places that support us in our local community	Visit to Morrinsville <ul style="list-style-type: none"> - Pools - Police Station - Library - Interview local Morrinsville personalities - Road Safety - Subdivision 	Risk Management – Link with College Constable Reade Librarian Prep local personalities - Steve Edwards – Piako Post, - Jo Judge – Chemist - Carol Hughes – Video Ezy - Cathy Balvert – Information Centre
Share our prior knowledge and establish a personal inquiry into an area of building that we want to know more about	KWL – What do we know about Building? Inquiry – how do we find this information out	
Interpret symbols and information from a collection of house plans Use a rubric to develop design ideas.	Reviewing House plans Building a house – Design of places - Rubric	Google Sketch Up
Listen and seek information from an expert	Visit from Local Real Estate Agent Persuasive Language – Marketing	Liaison with Janice Boot
Identify what infrastructure is required in an area	Infrastructure – What's needed in an area where people live.	
Cope with and support each other in a time of need	Earthquake – Disaster Compassion	Liaison between - Volunteer Fire Brigade - Civil Defence – via Council

Record evidence of the earthquake	Bus Stop- Key Questions, Y Chart	- Mr Watson Risk Management – signed off
Work together to achieve a goal	Clean Up – TEAM culture We are all in this together! Rebuilding of classroom – moving items in – designating places, decision making, Our Space – Communities evolve & change	Paper – plan of what to do, co-constructed
Record in order the events of what happened. Identify how communities are working together to rebuild	Recount on Earthquake experience – Earthquake scenario – What if? Haiti – Chile How are people coping now it isn't in the news.	Images
Reflect on our learning journey, collate images, recordings and present to the class.	E-Portfolio page – OUR COMMUNITY Reflective statement So what? What are our understandings of how a community works together in times of need? Photo Story, Powerpoint	

Assessment

What are our understandings of how a community works together in times of need?

Did Not Meet Expectations	Met Expectations	Exceeded Expectations

Evaluation:

At the start I intended this inquiry to be over in a week then rebuild the classroom. I totally underestimated the value in the pre planning of where this was going, huge social, moral and ethical issues had to be dealt with along the way and it was certainly engaging for all at a variety of levels. Even to the point of feeling lynched when they found out the earthquake was a hoax – re-develop trust!

Builders issues with the class renovation just added another dimension – very authentic! The problems and allowing the children to understand the issues were very real.

At times I felt bewildered – where is this going? How do I bring it back on track? Around Week 5-6 I was close to throwing it in, it was testing time – PAT's, STAR etc and I really just wanted a room back! Re-focus, end in mind and determined not to throw the baby out with the bath water.

Removing the all to familiar computers, starting with no furniture has made them appreciate them further once they have had them reinstated.

This inquiry certainly had a wow factor – I enjoyed the journey, the attendance within the class was high – they didn't want to miss out on what was happening at school.